

DIDACTIC APPROACHES OF ART PEDAGOGY IN THE FORMATION OF STUDENTS' CREATIVE COMPETENCIES

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Abstract: This article analyzes the didactic approaches of art pedagogy as a resource for developing students' creative competencies. It presents current theoretical and methodological foundations of art pedagogy, reveals the essence of creative competence in the context of educational tasks, and justifies key approaches: activity-based, creativity-oriented, integrative, and reflective. The article also discusses successful examples of art pedagogy implementation in educational practice and emphasizes the role of reflexive and interdisciplinary practices.

Keywords: art pedagogy, didactics, creative competencies, education, creativity, artistic activity

Abstrakt: Ushbu maqolada artpedagogikaning didaktik yondashuvlari o'quvchilarning kreativ kompetensiyalarini rivojlantirish manbai sifatida tahlil qilinadi. Unda artpedagogikaning zamonaviy nazariy-metodologik asoslari keltirilgan, o'quv vazifalari kontekstida kreativ kompetentlikning mohiyati ochib berilgan, asosiy yondashuvlar: faoliyatli, kreativlikka yo'naltirilgan, integrativ va refleksiv yondashuvlar asoslangan. Maqolada, shuningdek, ta'lim amaliyotida art-pedagogikani samarali qo'llash misollari muhokama qilinadi hamda refleksiv va fanlararo amaliyotlarning o'rni ta'kidlanadi.

Kalit so'zlar: artpedagogika, didaktika, kreativ kompetensiyalar, ta'lim, kreativlik, badiiy faoliyat

Аннотация: Статья посвящена анализу дидактических подходов арт-педагогики как ресурса формирования творческих компетенций учащихся. Представлены современные теоретико-методологические основания арт-педагогики, раскрыта сущность творческой компетентности в контексте образовательных задач. На основе анализа литературы и педагогического опыта обоснованы ключевые подходы: деятельностный, креативно-ориентированный и интегративный. Рассмотрены примеры успешной реализации арт-педагогики в образовательном процессе, акцентируется значение рефлексивных и метапредметных практик.

Ключевые слова: арт-педагогика, дидактика, творческие компетенции, образование, креативность, художественная деятельность.

1. Introduction

The modern educational paradigm emphasizes not only the acquisition of knowledge and skills, but also the development of universal competencies that support self-realization and successful socialization. In this context, creative competencies acquire particular significance as core components of innovative thinking, initiative, and the ability to solve non-standard tasks [Abramova, 2021].

Art pedagogy, a field of pedagogical practice based on the use of artistic and creative forms and methods, serves as an effective tool for fostering students' creativity. Its didactic potential lies in

integrating art and education, emphasizing subjective experience, emotional engagement, and self-expression [Kosicheva, 2022].

Given the relevance of creative competencies in education and the potential of art pedagogy as an innovative resource, it is necessary to examine the methodological foundations of the study and justify the choice of approaches and methods used.

This study aims to identify didactic approaches within art pedagogy that promote the formation of creative competencies among students.

2. Methods

To achieve the research goals, the following methods were employed:

Analysis of scientific literature on art pedagogy, creative education, and didactic innovations (2018-2023);

Pedagogical modeling to reconstruct the didactic system of art pedagogy;

Generalization of pedagogical experience from national and international practices in art education;

Content analysis of educational programs and platforms that implement principles of art pedagogy.

The empirical basis included techniques used in elementary and secondary schools within visual arts, theater arts, and interdisciplinary projects.

The application of these methods made it possible to identify key pedagogical and didactic strategies that determine the success of integrating art pedagogy into the educational process.

The main results of the analysis of theoretical sources and practices are presented below.

3. Results

3.1. Theoretical Basis of Creative Competencies

In the context of education, creative competencies are understood as an individual's ability for self-expression, creative thinking, initiative, aesthetic perception, and solving tasks under non-standard conditions [Kalinina, 2019]. These qualities develop in environments that stimulate imagination, emotional perception, and practical artistic activity.

3.2. Identified Didactic Approaches of Art Pedagogy

1. Activity-Based Approach

This approach involves students in active artistic practices such as drawing, theatrical performances, and design. Learning is built through real creative tasks.

2. Creativity-Oriented Approach

This method encourages the creation of new meanings, forms, and interpretations. Students are allowed to make artistic "mistakes," develop personal style, and freely choose materials.

3. Integrative Approach

This approach involves interdisciplinary connections-art with history, music with mathematics, etc.-and is implemented through projects, festivals, and collaborations.

4. Reflective-Value-Based Approach

It emphasizes awareness of the results of creative activity, discussions of emotional experiences, and the value-based interpretation of artistic images and practices.

The obtained results demonstrate the multifaceted influence of art pedagogy on the development of students' creative abilities. It is important to consider the data not only from a theoretical perspective but also in terms of pedagogical practice, as discussed in the following section.

4. Discussion

The analysis results show that art pedagogy effectively fosters creative competencies when three principles are followed: freedom of self-expression, support for individual style, and engagement in emotionally significant activities. It is crucial for the teacher not only to provide instructions, but also to act as a facilitator, guiding and supporting students in their creative search [Nikonova, 2023].

Art pedagogy can be successfully applied not only in art classes but also in project-based activities where students create visual presentations, collages, installations, and videos. This form of engagement fosters not only creativity but also communicative, research, and interdisciplinary skills.

In international practice, such as in STEAM programs, the artistic component is viewed as an essential element in the development of innovative thinking [Wright, 2021].

Thus, the didactic approaches of art pedagogy demonstrate high effectiveness when applied purposefully and with methodological justification. The main conclusions and directions for future research are summarized in the next section.

5. Conclusion

The didactic approaches of art pedagogy offer broad opportunities for forming students' creative competencies. Their effectiveness lies in the ability to connect cognitive activity with emotional experience, rational thought with imagination, and group work with individual initiative.

Modern education must rely on the principles of creative didactics, where art functions not only as a subject but also as a means of personal development. Future research should focus on developing criteria for assessing creative competencies and testing flexible art modules for different age groups.

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